

## Felton Lab

300 College Street N E  
Orangeburg SC 29117

Grades K-8 Middle

Enrollment 211

Director Dr. Vanessa R. Lancaster 803-536-8565

Dean Dr. Leonard A. McIntyre 803-536-7173

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

Definition: As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Below Average	Unsatisfactory	Yes

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal





**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located. 94.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**

Achievement Achievement							
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**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	Our School
Algebra 1/Math for the Technologies 2	100%
English 1	100%
All Subjects	100%

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRESIDENT**

Felton Laboratory School serves as a Professional Development School for the Teacher Education Program at South Carolina State University. The organization of the school includes an elementary and middle school, serving students kindergarten through eighth grade. The partnership between Felton and SCSU promotes teamwork, a positive and active learning environment, and a vision for success that encourages students to strive for excellence.

During the 2005–06 school year, the administration provided parents and students feedback via parent conferences, general assemblies for students, newsletters, workshops for parents, PTA meetings, and family-oriented events. For the continued professional development of the administration and faculty, several facilitators worked throughout the year with team building and curriculum planning in all core and fine arts subject areas. Many staff members attended in-services, workshops and graduate classes to strengthen their instructional skills and increase their understanding of the South Carolina State Standards.

Instruction and instructional effectiveness is assessed through regular teacher observations by the Director, Assistant Director and Curriculum Specialist, to make sure teachers planned and carried out developmentally appropriate standards-based lessons. In addition, more than 489 university students participated in the Felton Laboratory School program during the 2005–06 school year. Included were sixteen student teachers for professional clinical experience and the Pre-step students who completed more than 5,059 hours of observations and/or participation.

Two years ago the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) made recommendations based on the five-year renewal plan of the school's Quality Improvement Process. Thus far, we have implemented the following:

**Goals:**

The School Improvement Council meets monthly to plan and ensure that the bylaws are being implemented according to state guidelines;

The Felton PTA meets monthly for student-sponsored programs/events and to share pertinent business information;

The School Wide Leadership Team was established to look at all facets of the school and make recommendations and changes as needed;

A certified full time Curriculum Coordinator and Art Teacher were employed;

Made adequate yearly progress for three consecutive years;

Presenters at the National Association of Laboratory Schools annual conference.

**School Improvements**

Restored the TV Studio & the Online Public Access Catalog;

Established the Morning News Show (FLS News 8);

Opened the first School Wide, Inc Student-Run Book Store;

Updated the Library automatic software from 3.0 to 5.3 version;

Re-established the computer lab;

Installed software in the computer lab that supports the PACT standards;

Reinstated the Math Enrichment program;

Established six substitute teachers are employed;

Established fourteen partnerships with SCSU faculty;

Established Partnership with The Riverbank School of Ethnic Dance.

Dr. Vanessa R. Lancaster, Director and Mr. Al Jackson, Chairman, SIC

Dr. Leonard McIntyre, Superintendent/Dean

**EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS**

	Students	Teachers	Parents
Number of surveys returned	21	7	0
Satisfied with learning environment	71.4%	85.7%	N/A
Satisfied with social and physical environment	76.2%	100.0%	N/A
Satisfied with school-home relations	61.9%	85.7%	N/A

*\*8<sup>th</sup> grade students and parents were surveyed.*

**SCHOOL PROFILE**

	Our School	Change from Last Year
<b>STUDENTS (n=211)</b>		
Students enrolled in high school credit courses (grades 7–8)	50%	N/R
Retention rate	0%	No Change
Attendance rate	94.7%	Down from 97.6%
Students with disabilities other than speech taking PACT (ELA) off grade level	N/A	N/A
Students with disabilities other than speech taking PACT (Math) off grade level	N/A	N/A
Eligible for gifted and talented	N/A	N/A
On academic plans	N/AV	N/AV
On academic probation	N/AV	N/AV
With disabilities other than speech	0%	No Change
Older than usual for grade	0%	No Change
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0%	No Change
Annual dropout rate	0%	No Change
<b>TEACHERS (n=14)</b>		
Teachers with advanced degrees	88%	No Change
Continuing contract teachers	88%	No Change
Percent of classes not taught by highly qualified teachers	N/A	N/A
Teachers with emergency or provisional certificates	N/A	N/A
Teachers returning from previous year	80%	Down from 88%
Teacher attendance rate	97.6%	Down from 97.8%
Average teacher salary	\$46,755	Up from \$43,711
Professional development days/teacher	8	Up from 5
<b>SCHOOL</b>		
Principal's years at school	1	Down from 2
Student-teacher ratio in core subjects	17.3 to 1	No Change
Prime instructional time	93.3%	Down from 95%
Dollars spent per pupil*	\$8,159	Down from \$14,977
Percent of expenditures for instruction*	100%	N/A
Percent of expenditures for teacher salaries*	93%	Up from 28%
Opportunities in the arts	N/A	No Change
SACS accreditation	No	No Change
Parents attending conferences	100%	No Change
Character development program	N/A	No Change

\*Prior year audited financial data are reported.

	Our District	State
Classes not taught by highly qualified teachers in low poverty schools	N/A	89.4%
Classes not taught by highly qualified teachers in high poverty schools	N/A	90.1%

	State Objective	Met State Objective
Classes not taught by highly qualified teachers in our school	65.0%	Yes
Student attendance rate	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced (Adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	131	100.0	15.5	40.3	42.6	1.6	50.4	Yes	Yes
Gender									
Male	61	100.0	26.7	41.7	30.0	1.7	38.3	N/A	N/A
Female	70	100.0	5.8	39.1	53.6	1.4	60.9	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	0.0	100.0	0.0	0.0	0.0	I/S	I/S
African American	130	100.0	15.6	39.8	43.0	1.6	50.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status									
Not Disabled	131	100.0	15.5	40.3	42.6	1.6	50.4	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	100.0	15.5	40.3	42.6	1.6	50.4	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	131	100.0	15.5	40.3	42.6	1.6	50.4	N/A	N/A
Socio-Economic Status									
Subsidized Meals	55	100.0	18.5	38.9	42.6	0.0	50.0	Yes	Yes
Full-pay Meals	76	100.0	13.3	41.3	42.7	2.7	50.7	N/A	N/A
<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	131	100.0	33.3	40.3	12.4	14.0	38.8	Yes	Yes
Gender									
Male	61	100.0	35.0	33.3	11.7	20.0	43.3	N/A	N/A
Female	70	100.0	31.9	46.4	13.0	8.7	34.8	N/A	N/A
Racial/Ethnic Group									
White	1	100.0	0.0	100.0	0.0	0.0	100.0	I/S	I/S
African American	130	100.0	33.6	39.8	12.5	14.1	38.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status									
Not Disabled	131	100.0	33.3	40.3	12.4	14.0	38.8	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	100.0	33.3	40.3	12.4	14.0	38.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	131	100.0	33.3	40.3	12.4	14.0	38.8	N/A	N/A
Socio-Economic Status									
Subsidized Meals	55	100.0	37.0	40.7	14.8	7.4	35.2	Yes	Yes
Full-pay Meals	76	100.0	30.7	40.0	10.7	18.7	41.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

## PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
Science							
All Students	131	100.0	44.2	39.5	13.2	3.1	16.3
Gender							
Male	61	100.0	50.0	28.3	18.3	3.3	21.7
Female	70	100.0	39.1	49.3	8.7	2.9	11.6
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	130	100.0	44.5	39.1	13.3	3.1	16.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	131	100.0	44.2	39.5	13.2	3.1	16.3
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	100.0	44.2	39.5	13.2	3.1	16.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	131	100.0	44.2	39.5	13.2	3.1	16.3
Socio-Economic Status							
Subsidized Meals	55	100.0	44.4	40.7	11.1	3.7	14.8
Full-pay Meals	76	100.0	44.0	38.7	14.7	2.7	17.3

Social Studies							
All Students	131	100.0	33.3	43.4	17.1	6.2	23.3
Gender							
Male	61	100.0	36.7	35.0	18.3	10.0	28.3
Female	70	100.0	30.4	50.7	15.9	2.9	18.8
Racial/Ethnic Group							
White	1	100.0	I/S	I/S	I/S	I/S	I/S
African American	130	100.0	33.6	43.0	17.2	6.3	23.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	131	100.0	33.3	43.4	17.1	6.2	23.3
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	100.0	33.3	43.4	17.1	6.2	23.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	131	100.0	33.3	43.4	17.1	6.2	23.3
Socio-Economic Status							
Subsidized Meals	55	100.0	29.6	48.1	16.7	5.6	22.2
Full-pay Meals	76	100.0	36.0	40.0	17.3	6.7	24.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

## PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
ENGLISH/LANGUAGE ARTS								
2005	3	22	90.9	15.8	47.4	36.8	0.0	36.8
	4	25	100.0	12.0	44.0	44.0	0.0	44.0
	5	20	100.0	10.0	45.0	45.0	0.0	45.0
	6	32	100.0	26.7	33.3	36.7	3.3	40.0
	7	26	88.5	15.0	85.0	0.0	0.0	0.0
	8	17	100.0	12.5	62.5	18.8	6.3	25.0
2006	3	20	100.0	10.5	26.3	63.2	0.0	63.2
	4	16	100.0	13.3	46.7	40.0	0.0	40.0
	5	23	100.0	4.3	47.8	43.5	4.3	47.8
	6	24	100.0	20.8	37.5	37.5	4.2	41.7
	7	28	100.0	25.0	46.4	28.6	0.0	28.6
	8	20	100.0	15.0	35.0	50.0	0.0	50.0
MATHEMATICS								
2005	3	22	90.9	26.3	68.4	5.3	0.0	5.3
	4	25	100.0	28.0	28.0	32.0	12.0	44.0
	5	20	100.0	20.0	20.0	55.0	5.0	60.0
	6	32	100.0	23.3	46.7	16.7	13.3	30.0
	7	26	88.5	40.0	50.0	10.0	0.0	10.0
	8	17	100.0	42.5	46.4	10.8	0.3	11.1
2006	3	20	100.0	42.1	47.4	10.5	0.0	10.5
	4	16	100.0	46.7	53.3	0.0	0.0	0.0
	5	23	100.0	8.7	43.5	26.1	21.7	47.8
	6	24	100.0	0.0	37.5	20.8	41.7	62.5
	7	28	100.0	46.4	39.3	3.6	10.7	14.3
	8	20	100.0	65.0	25.0	10.0	0.0	10.0
SCIENCE								
2005	3	22	90.9	52.6	31.6	15.8	0.0	15.8
	4	25	100.0	32.0	40.0	16.0	12.0	28.0
	5	20	100.0	35.0	40.0	15.0	10.0	25.0
	6	32	100.0	53.3	20.0	20.0	6.7	26.7
	7	26	88.5	30.0	65.0	5.0	0.0	5.0
	8	17	100.0	43.8	31.3	6.3	18.8	25.0
2006	3	20	100.0	47.4	47.4	5.3	0.0	5.3
	4	16	100.0	53.3	33.3	13.3	0.0	13.3
	5	23	100.0	21.7	26.1	39.1	13.0	52.2
	6	24	100.0	41.7	45.8	12.5	0.0	12.5
	7	28	100.0	50.0	39.3	7.1	3.6	10.7
	8	20	100.0	55.0	45.0	0.0	0.0	0.0
SOCIAL STUDIES								
2005	3	22	90.9	42.1	52.6	5.3	0.0	5.3
	4	25	100.0	12.0	52.0	32.0	4.0	36.0
	5	20	100.0	20.0	50.0	25.0	5.0	30.0
	6	32	100.0	53.3	43.3	0.0	3.3	3.3
	7	26	88.5	55.0	45.0	0.0	0.0	0.0
	8	17	100.0	43.8	31.3	6.3	18.8	25.0
2006	3	20	100.0	15.8	36.8	26.3	21.1	47.4
	4	16	100.0	26.7	46.7	26.7	0.0	26.7
	5	23	100.0	17.4	34.8	34.8	13.0	47.8
	6	24	100.0	29.2	58.3	12.5	0.0	12.5
	7	28	100.0	67.9	25.0	7.1	0.0	7.1
	8	20	100.0	30.0	65.0	0.0	5.0	5.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample